I strongly agree with Terri Salinger’s perspectives on high school students with literacy issues. I think the introduction of high stakes testing, while well-intentioned, has led to many changes in reading instruction. In the quest to prepare students to be good test-takers, we have changed much about how we teach reading. These changes, I believe, have left too many students with skill deficits that make it very hard for them to be successful readers. As a result, these same students display a poor attitude in regard to reading and have essentially given up. As Terri points out, however, this is just one part of the problem. The second part of the problem relates to the unpreparedness of content area teachers to address literacy in their classrooms. I agree that some of these teachers simply do not have an understanding of their students’ capabilities with regard to literacy. Others do not realize the range of literacy skills required to successfully tackle their content. Many are so focused on addressing the standards of their content area that they have little time to consider the literacy skills of their students. There are many things that can be done to help these teachers. It begins with quality and ongoing professional development. Content area teachers are experts in their field but that does not mean they can confidently and successfully incorporate literacy activities into their daily instruction. They need to be provided the tools to do so. Aside from instructing the teachers, we need to address the individual skill deficits of students. Salinger points out the importance of targeted interventions which I wholeheartedly agree with. We must be careful, however, to use credible assessment to target those skills and then we must place those students with the most highly qualified educators we have. A thoughtful and planned course of action must follow. We also have to be careful not to fall into the trap of purchased programs that may not truly address the skills we need them to.